



**MHEC**

MARYLAND HIGHER EDUCATION COMMISSION

## **EXAMINATION OF MARYLAND'S REGIONAL HIGHER EDUCATION CENTERS**

Prepared By:

Maryland Higher Education Commission  
Division of Finance Policy

As Requested by the  
Report of the Chairmen of the  
Senate Budget and Taxation Committee  
And  
House Appropriations Committee

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## Introduction

The 2004 Joint Chairmen's report requires the Maryland Higher Education Commission (MHEC) to submit a report that examines Maryland's regional higher education centers. The language of the Committee Narrative is as follows:

*Maryland has six regional higher education centers, two overseen by the University System of Maryland and four overseen by the Maryland Higher Education Commission (MHEC). Four of these centers have received funding from the State, but funding is inconsistent. For example, the Eastern Shore Center was completed in 2003 but has received no start-up funding to date, while the Hagerstown Center will be completed in 2004 and will receive substantial start-up funding. Therefore, the committees ask that MHEC, in consultation with the University System of Maryland, the Maryland Association of Community Colleges, and the Maryland Independent College and University Association, examine the State's interests and goals for higher education centers, their appropriate role in the delivery of higher education, their potential to provide greater access to higher education in underserved areas of the State, the barriers to academic program delivery, and equitable funding mechanisms that will ensure the State's goals for these centers is achieved.*

A follow-up letter was received in May 2004 from the chairs of the legislative budget committees that clarified that this examination be conducted in consultation with the University System of Maryland (USM), the Maryland Association of Community Colleges (MACC), and the Maryland Independent College and University Association (MICUA), as noted in the italicized section above.

The Commission convened a workgroup with the representatives from the regional higher education centers, USM, MACC, and MICUA to address the concerns identified in the Joint Chairmen's Report. The workgroup identified thirteen policy questions and asked all committee members to respond to the questions. The workgroup also reviewed information available on regional higher education centers and identified additional information to be collected.

This report addresses the committees' concerns by responding to the issues identified in the Joint Chairmen's Report and providing recommendations to guide state policy.

## Background

The General Assembly enacted Chapter 542, Laws of Maryland 2000, which revised the Maryland Charter for Higher Education to include regional higher education centers. According to statute, a regional higher education center is a higher education facility in the State that: (1) includes participation by two or more institutions of higher education in the State; (2) consists of an array of program offerings; (3) offers multiple degree levels; and (4) is either affiliated with an institution of higher education or is established by statute.

The Maryland Higher Education Commission is charged with statewide coordinating responsibility for the Regional Higher Education Centers (RHEC) under Sections 10-101, 10-

212, 11-105, 11-302–11-303, and 12-104 of the Education Article, Annotated Code of Maryland. This responsibility includes approving center mission statements and ensuring that courses and programs offered by the centers are within the scope of their approved missions. The Commission is also charged with making recommendations for State funding for centers to the Governor and General Assembly as well as administering funds provided to the centers that are not governed by the University System of Maryland Board of Regents. These centers include: Southern Maryland Higher Education Center; Eastern Shore Higher Education Center; the Waldorf Center for Higher Education; the Higher Education and Applied Technology Center (HEAT); and the Laurel Center. The University System of Maryland administers operating funding for the Shady Grove and Hagerstown Centers.

To carry out these statutory responsibilities, the Commission developed policies in June 2001 for RHECs. These policies included guidelines for mission statements and strategic plans as well as operating and capital budget requests (See Appendix A).

### **Overview of Maryland's Regional Higher Education Centers**

Maryland has seven regional higher education centers located in various regions of the state. These centers currently serve more than 6,000 (headcount enrollment) students and offer more than 120 different academic programs at the associate, baccalaureate and graduate levels. These centers have different governance structures, missions and partners reflecting the unique needs of each region.

Two centers are operated under the University System of Maryland – Shady Grove and Hagerstown. Shady Grove, established in 1983, is located in Montgomery County and currently serves more than 2,000 students annually, offering both baccalaureate and graduate programs from seven USM institutions. The USM Hagerstown Center is located in downtown Hagerstown and is due to open in Fall 2004 with three USM institutions offering 12 programs. Currently enrolled students at the Frostburg State University site in Hagerstown will move to the new center in Spring 2005 with enrollment totaling approximately 290 students.

The Southern Maryland Higher Education Center (SMHEC) was established in 1994 by State legislation in response to the expanded role of the U.S. Navy at Patuxent River. The center also provides access to upper level and graduate education programs and supports the economic development of the Southern Maryland region, namely Calvert, Charles, and St. Mary's Counties. The SMHEC operates under the guidance of a Governing Board appointed by the Governor. Academic programs are offered by both in-state and out-of-state institutions. SMHEC currently serves over 700 students.

The Eastern Shore Higher Education Center, established in the fall of 2002, is a partnership of Chesapeake College, Salisbury University, the University of Maryland Eastern Shore, and Washington College. The Center's mission is to provide access to baccalaureate and graduate programs to Maryland's Upper Shore, which was identified in the 1998 State Plan for Postsecondary Education as an underserved area. New partners can be added through a Request for Proposal process. The center currently serves approximately 200 students with enrollment projected to increase over the next five years.

The Waldorf Center for Higher Education, established in 1995, is a collaboration and partnership of the College of Southern Maryland (CSM) and the University Maryland University College (UMUC). Other 4-year partners offer programs at the center (e.g., Towson University and the University of Maryland School of Nursing). The center's focus is to provide a sequence of courses that will articulate from the College of Southern Maryland's lower level undergraduate programs to the University of Maryland University College's upper level undergraduate and graduate programs. The center offers 21 associate, baccalaureate and graduate programs and serves more than 1,900 students annually.

The HEAT Center, established in 1995, provides access to educational opportunities and promotes economic development in the northeastern region. The center's governing partners are Harford Community College, Harford County Government, and the Maryland Transportation Authority. Harford Community College manages the daily operations of the center. Both in-state and out-of-state institutions offer 15 academic programs at the center, including articulated associate degrees as well as, baccalaureate and graduate programs. The center currently serves over 770 students per year.

The Laurel Center, established in 2001, is a partnership of Prince Georges' Community College and Howard Community College. The centers' objective is to provide the Laurel region with credit and non-credit courses that advance workforce development and support the attainment of lower and upper division college degrees. In fiscal 2004, the center served over 3,000 students offering programs at the associates level. Beginning in the fall 2004, Towson University joined the partnership and is offering baccalaureate programs in elementary and special education.

Funding for the centers has varied significantly both in terms of operating and capital support as provided in Table 1. State capital funds totaling \$46.3 million have supported new facilities for Shady Grove, Hagerstown, Southern Maryland, HEAT, and Eastern Shore. Waldorf and the Laurel centers lease their facilities. Only three of the RHECs have received State funds to support the operations of their center - Shady Grove, Hagerstown, and Southern Maryland. In FY 2005, Shady Grove has an appropriation of \$2.3 million and the Hagerstown center was appropriated \$1.0 million. The Southern Maryland center received \$92,000 in State funds in FY 2005 for operating support, down from a high of \$368,000 in FY 2002, which included \$268,000 for non-capital equipment for the new second classroom building. Three centers have not received any State funds to support operations of the centers - HEAT, Waldorf, and Eastern Shore. The Laurel center has applied for state funds for FY 2006.

Background information on each of the centers is provided in Appendix B.





Table 1. State Funding to Regional Higher Education Centers: FY 1995-2005

Center	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	Total Capital
<i>Southern Maryland</i>												
Operating: General Funds \$	-	\$ 140,000	\$ 100,000	\$ 100,000	\$ 185,000	\$ -	\$ 85,000	\$ 368,000	\$ 100,000	\$ 92,000	\$ 92,000	\$ -
PAYGO	-	-	-	-	300,000	-	-	1,368,000	-	-	-	1,668,000
G.O. Bonds	-	-	-	-	-	5,177,000	-	-	-	-	-	5,177,000
TOTAL \$	-	\$ -	\$ -	\$ -	\$ 300,000	\$ 5,177,000	\$ -	\$ 1,368,000	\$ -	\$ -	\$ -	\$ 6,845,000
<i>HEAT Center</i>												
Operating: General Funds \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PAYGO	-	-	-	-	-	-	-	-	-	-	-	-
G.O. Bonds	-	-	1,000,000	-	-	-	-	-	-	-	-	1,000,000
TOTAL \$	-	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000
<i>Waldorf Center</i>												
Operating: General Funds \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PAYGO	-	-	-	-	-	-	-	-	-	-	-	-
G.O. Bonds	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Eastern Shore</i>												
Operating: General Funds \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PAYGO	-	-	-	-	-	-	-	6,645,000	-	-	-	6,645,000
G.O. Bonds	-	-	-	-	-	-	525,000	-	600,000	-	-	1,125,000
TOTAL \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 525,000	\$ 6,645,000	\$ 600,000	\$ -	\$ -	\$ 7,770,000
<i>USM Downtown Baltimore Center<sup>1</sup></i>												
Operating: General Funds \$	262,320	\$ 263,868	\$ 263,868	\$ 263,868	\$ 307,137	\$ 314,309	\$ 314,309	\$ -	\$ -	\$ -	\$ -	\$ 1,989,679
PAYGO	-	-	-	-	-	-	-	-	-	-	-	-
G.O. Bonds	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>The Universities at Shady Grove<sup>2</sup></i>												
Operating: General Funds \$	-	\$ 400,000	\$ 865,000	\$ 1,227,000	\$ 1,227,000	\$ 1,227,000	\$ 2,327,000	\$ 2,338,667	\$ 2,338,667	\$ 2,338,667	\$ 2,338,667	\$ -
PAYGO	-	-	-	-	-	-	-	1,425,000	-	-	-	1,425,000
G.O. Bonds	10,926,604	1,205,000	-	-	-	-	800,000	-	1,000,000	-	-	13,931,604
TOTAL \$	10,926,604	\$ 1,205,000	\$ -	\$ -	\$ -	\$ -	\$ 800,000	\$ 1,425,000	\$ 1,000,000	\$ -	\$ -	\$ 15,356,604
<i>USM Hagerstown Center</i>												
Operating: General Funds \$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000	\$ -
PAYGO	-	-	-	-	-	150,000	697,000	870,000	-	-	-	1,717,000
G.O. Bonds	-	-	-	-	-	-	-	-	12,394,000	1,250,000	-	13,644,000
TOTAL \$	-	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 697,000	\$ 870,000	\$ 12,394,000	\$ 1,250,000	\$ 1,000,000	\$ 16,361,000
TOTAL												
Capital	\$ 10,926,604	\$ 1,205,000	\$ 1,000,000	\$ -	\$ 300,000	\$ 5,327,000	\$ 2,022,000	\$ 10,308,000	\$ 13,994,000	\$ 1,250,000	\$ -	\$ 46,332,604

Notes:

<sup>1</sup>Funding for the Downtown Baltimore Center was provided through the operating budgets for the University of Baltimore and Bowie State University.<sup>2</sup>Funding for the Universities at Shady Grove is provided through the operating budgets for University College and the USM Office.

Source(s): Department of Budget and Management

Updated: July 2004



## **Policy Issues**

### The State's Interests and Goals for Centers

The State's primary interest and goals for the regional higher education centers is to ensure access to baccalaureate and graduate education in both unserved and underserved areas of Maryland at a reasonable cost to students and the State. The centers meet these objectives by providing baccalaureate and graduate programs in areas of the state in which students do not have access to these programs due to geographical distance or the limited capacity of local 4-year institutions.

Given the very significant challenge facing Maryland in meeting the projected demand for baccalaureate and graduate education that is expected to substantially exceed the current capacity of the State's system of public higher education, the centers provide an efficient and effective mechanism to help address this demand. Over the next decade, the Maryland Higher Education Commission projects an enrollment growth of 24 percent at Maryland's public colleges and universities. These centers can extend the existing program resources of higher education in the State to these unserved and underserved areas in collaboration with the State's community colleges. Through this network, all regions of the State can be provided with a well-educated workforce critical to the economic development of the regions and the state as a whole.

In addition, the centers offer the State an opportunity to address workforce needs in high demand areas particularly for non-traditional students and support State, regional, and local economic and workforce development goals that make the State an attractive destination for companies to relocate in Maryland. The centers also provide linkages between higher education, local government, and the business communities to address workforce needs.

### The Appropriate Role of the Centers

The appropriate role for regional higher education centers in the delivery of higher education is to provide baccalaureate and graduate level academic programs to areas where there are few providers. This role is especially important for non-traditional students such as working adults or students who for various reasons want to live at home while attending college. The centers should serve as part of the overall delivery system of higher education in Maryland, along with senior public and not-for-profit independent institutions and community colleges. The centers can strategically provide baccalaureate, and graduate level programs to both traditional students and working professionals by offering flexible times of instruction and various modes of delivery, such as on-site instruction, distance learning, or a combination.

A number of centers work closely with local community colleges to develop, promote, and deliver academic programs. The centers provide effective and convenient locations for community college graduates to complete 2-plus-2 programs and baccalaureate programs. The centers also provide non-credit continuing education and workforce development programs as well. However, to improve the delivery of education programs and address capacity problems, all centers are encouraged to utilize both on-line and traditional teaching methods for courses and

programs. Concurrent or dual enrollment status should be explored for students at community colleges and institutions offering academic programs at the RHECs. The dual enrollment status would provide smooth transition and transfer of students between community colleges and institutions operating at the centers. In addition, the institutions offering academic programs at the centers should explore the option of creating new and/or joint baccalaureate degree programs that meet specific needs of the state, region, or local area for offering at the centers.

### The Potential of the Centers to Provide Access to Higher Education

The regional higher education centers offer an array of academic programs annually and serve more than 6,000 students statewide. A list of institutions providing courses and programs at the RHECs may be found in Appendix C. Some centers are fully utilized while others are in the early stages of development. A breakdown of full-time equivalent (FTE) enrollment at each center is provided in Appendices D and E. However, there are a number of strategies that can be used to expand access at all centers. These strategies are as follows:

- 1) Provide a base level of funding for center operations to eliminate the need for centers to charge public institutions fees for participation and to reduce the fees charged to non-public institutions.
- 2) Partner with local community colleges to fully integrate baccalaureate education with existing transfer programs.
- 3) Increase access to need-based financial assistance and scholarships to students enrolled at programs in centers, particularly for part-time students, which comprise almost all students enrolled at the centers.
- 4) Provide financial support to keep technology current for on-line and distance education classrooms.
- 5) Provide start up funds or special incentive funds for new centers and new programs. In addition special incentive base funding is needed for high demand, high-cost programs, such as allied health, sciences, biotechnology and information sciences.
- 6) Develop a process through the Maryland Higher Education Commission to notify all Maryland institutions of new programs needed by regional higher education centers to make it easy for four-year institutions to respond to identified needs.

Financial support is needed for the basic operation of all centers in order to provide access to higher education throughout the state. The current fees charged to all institutions, public and private, are barriers to participation. Consideration should also be given to offering incentives to improve participation among the higher education institutions. Such incentives should be devised to encourage colleges and universities to bring needed baccalaureate and graduate level programs to the centers, encourage full-time faculty to teach at the centers, and provide financial

support for professional development of the faculty and staff. Financial support is needed to keep technology current for on-line and distance education classrooms at the centers.

Start up funds or special incentive funds administered by the Commission may be necessary to support new centers and to provide for high demand, high cost programs. Start up funds should be considered for the first few years at new centers. Special incentive base funding may be necessary to support high demand, high cost programs critical to the workforce in the region.

Since the majority of students attending the centers are older, part-time working adults or other non-traditional students, need-based financial aid, particularly for part-time students, is important. Institutions offering programs at RHECs should consider, as appropriate, the development of blended, concurrent, or dual enrollment programs to allow students to enroll in lower and upper level courses to ensure efficient completion of baccalaureate degrees.

### The Barriers To Academic Program Delivery

There are a number of barriers to the delivery of academic programs at the regional higher education centers. Some institutions are unable to support the operations of the centers by paying rental fees, particularly in difficult budgetary times. All centers currently charge fees to institutions to support the operation of the center, however, these charges can be a barrier to participation. There may be a lack of institutional knowledge as to the level and kind of support needed for students and faculty to offer programs at the centers. It can be difficult to identify faculty who are willing to travel long distances to teach at off-campus sites. It is especially difficult to recruit qualified faculty to teach at these off-campus locations in academic programs with faculty shortages. It is a challenge for some higher education institutions to administer off-campus admissions, financial aid, class registrations, and other necessary student and faculty support services. With adequate state funding, these centers can provide needed centralized services to support the delivery of academic programs.

Start up costs can be a major barrier in offering new programs. In addition, regional higher education centers need to have appropriate facilities for the programs and institutions need to be able to deliver the programs efficiently and effectively to off-site locations. This is especially difficult for high demand, high-cost programs, such as science, technology, and clinical fields where facilities play an important role in program delivery and faculty are in short supply. Other barriers that may affect new program development are initial low enrollments and program cancellations due to the inability or lack of time to establish a qualified cohort of students.

Different governing structures at the centers result in a variety of approaches to institutional participation. Some centers allow participation from all institutions, both in state, out-of-state, not-for-profit and for-profit, while others are more limited. This approach may prove to be a potential barrier if this limitation results in needed academic programs not being offered at a center.

## Equitable Funding Mechanisms

The State has been inconsistent in funding the centers. State funds have been provided to construct facilities for all centers except the Waldorf Center and the Laurel Center, which lease their space. Beginning in FY 1996, the State provided general operating funds to the Shady Grove Center, with \$2.3 million appropriated for FY 2005. The State appropriated \$92,000 in general operating funds to the Southern Maryland Higher Education Center, down from \$368,000 in FY 2002, which included \$268,000 for non-capital equipment for the new second classroom building. The newly constructed Hagerstown Higher Education Center, scheduled to open in January 2005, received \$1 million in general operating funding for FY 2005. The remaining centers – HEAT, Waldorf, and Eastern Shore have yet to receive any operating fund support from the State. The Laurel Center, a recently approved center, submitted a request for FY 2006.

Equitable and consistent funding is necessary to ensure that all unserved or underserved regions of the state have access to centers that offer needed baccalaureate and graduate programs. Regional higher education centers require funding to support basic operations of the facilities and start up funds for new centers or new programs. Special incentive funding may be necessary for high demand, high cost-programs. Dedicated and consistent funding for the centers will help centers in their short-term and long-term planning and encourage participation by public 4-year institutions. Start up funds for new centers and new programs will allow the centers to expand their program offerings and meet the educational needs of their regions.

## Recommendations

### **I. Development of Comprehensive State Policy for RHECs**

The emergence of RHECs in the last decade has occurred without a comprehensive State policy to guide the growth, development, and state support for these centers. While the centers that have been established are serving a demonstrated need, the important role of RHECs has not been clearly and consistently recognized and incorporated in the planning and funding for higher education. Given the projected enrollment growth in the coming decade and the lack of access to baccalaureate and graduate level education in certain areas of the state, RHECs can play a significant role in providing access to unserved or underserved residents as well as efficiently addressing a portion of the projected enrollment growth in the coming decade.

It is recommended that a comprehensive state policy be established that clearly identifies the appropriate role of RHECs, establishes policies and procedures to apply for RHEC status, provides standards to ensure that centers are meeting defined regional needs, and guidelines for appropriate state funding. Accountability reporting should be part of this policy to ensure that State funds provided to these centers are achieving their stated purpose and the mission of the centers.

The actions listed below are recommended to establish this comprehensive state policy.

### **A. Statutory Changes**

Maryland statute should be amended to require MHEC approval for a regional higher education center to operate in Maryland. In addition, centers must be operated by a public chartered or licensed Maryland institution or established by Maryland statute. All partners offering programs at the centers must be approved to operate in Maryland by MHEC.

### **B. Revise MHEC guidelines for RHECs**

The Commission has statewide coordinating responsibility for regional higher education centers and established guidelines in 2001 for mission statements, strategic plans, and budget requests for these centers. However, these guidelines should be revised to:

- ❑ Recognize the essential role of RHECs in providing access to needed programs in unserved and underserved areas of the state and addressing a portion of the projected growth in the coming decade for funding and initial approval;
- ❑ Establish procedures for applying for RHEC status;
- ❑ Require RHECs to clearly demonstrate the unmet need in their proposed location and the needs of businesses and industries in the area as specified under Education Article 10-212 (b) and a commitment from potential 4-year institution partners to offer the needed programs;
- ❑ Require regular reports from each center receiving funds in accordance with Education Article 11-105 (d)(1)(v) and 11-105 (d)(2);
- ❑ Require that RHECs work closely with local community colleges in offering baccalaureate programs;
- ❑ Provide additional guidance with regard to activities eligible for funding at the centers; and
- ❑ Address other appropriate recommendations from this report.

The Maryland Higher Education Commission should establish a specific application process to apply for RHEC status. This application process should include a requirement that the proposed center clearly demonstrate that they will serve unmet or underserved needs in the area. In addition, the proposed center must:

- ❑ provide information showing the lack of nearby higher education facilities offering baccalaureate or graduate level programs or lack of access to nearby institutions;

- ❑ identify the level of need by programmatic areas based on State and/or local workforce studies;
- ❑ provide an evaluation of the current workforce in the area and of the economy to determine the area's current and future employment base and needs and a plan to address these needs; and
- ❑ identify the proposed higher education partners committed to offer programs in the center.

While the current guidelines provide some guidance on types of funding to be supported by State funds, more clarification is needed regarding appropriate categories for requesting state support. Annual accountability reporting is appropriate to ensure that state funds are spent in accordance with Commission guidelines and the activities of the centers are fulfilling the regional needs.

A revision of Commission guidelines should be undertaken immediately and completed as soon as possible. A moratorium on the approval of new centers is recommended until the revision of MHEC guidelines is completed.

## **II. Funding for RHECs**

Current funding for these centers reflect a disjointed approach in State policy, with some centers receiving funding while other receiving no funding at all. This approach has not allowed the State to maximize the utilization of the centers and has resulted in an imbalance in student access to baccalaureate and graduate programs in different regions of the state. Funding for RHECs should be provided to centers in a manner that is equitable, consistent and ongoing so that they can plan for and deliver the needed programs to local citizens and address local workforce needs.

Funding is necessary to support basic operations of the facilities, start up funding for new centers or new programs, and incentive funding to offer high demand, high cost programs. Consistent and ongoing State funding will allow the centers to operate with a level of confidence and efficiency and concentrate on delivering quality degree programs, providing adequate learning facilities, and increasing institutional participation and collaboration. Consistent and equitable State support will allow the RHECs to meet the educational needs of their regions.

## **III. Need-based Financial Aid**

Additional need-based financial aid is important to expand access at all Maryland institutions. Since a high percentage of students enrolled at these centers are non-traditional students and enrolled part-time, additional funds under the State Part-Time Grant Program is particularly critical. Institutions delivering baccalaureate and/or graduate programs at these centers should ensure that students enrolled at these centers receive information on financial aid opportunities and consideration for aid in the same manner as students enrolled at the home campus.



#### **IV. Enhance the Delivery of Academic Programs**

Centers are encouraged to utilize both on-line and traditional teaching methods for courses and programs to improve the delivery of education programs and address capacity problems. Concurrent or dual enrollment status should be explored for students at community colleges and institutions offering academic programs at the RHECs to provide smooth transition and transfer of students between community colleges and institutions operating at the centers. In addition, the institutions offering academic programs at the centers should explore the option of creating new and/or joint baccalaureate degree programs that meet specific needs of the state, region, or local area for offering at the centers.

#### **V. Provide Information on Needed Programs to Encourage Institutional Participation**

The Commission should develop a request for proposal type of process to inform the higher education community of academic programs needed by each center. Under this process, a regional higher education center will contact MHEC, identifying a program needed at their center. MHEC will share this information with all 4-year Maryland institutions to encourage and facilitate institutions delivering needed programs to the higher education centers.

#### **VI. Improved Data on Workforce Needs**

The Maryland Higher Education Commission should collaborate with the Department of Labor, Licensing and Regulation, the Governor's Workforce Investment Board, and others to provide improved workforce need data required by educational institutions to effectively respond to shifting workforce needs. This information should include data on supply and demand for industry clusters on a State and regional basis and be updated regularly.



## **APPENDICES**



## **APPENDIX A**





MARYLAND HIGHER EDUCATION COMMISSION

REGIONAL HIGHER EDUCATION CENTERS



FUNDING REQUEST CATEGORIES AND GUIDING PRINCIPLES

GUIDELINES FOR MISSION STATEMENTS

GUIDELINES FOR STRATEGIC PLANS

GUIDELINES FOR OPERATING BUDGET REQUESTS

June 2001

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# REGIONAL HIGHER EDUCATION CENTERS

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# FUNDING REQUEST CATEGORIES AND GUIDING PRINCIPLES

## Funding Request Categories

- *Lease Payments:* Payments for facilities occupied but not owned by the Regional Higher Education Center (Center). This includes any payments for space in which the lease agreement does not qualify as a capital lease.
- *Start-up/new initiatives:* Funds to begin the development of regional higher education centers to support Center operations. This also includes funding to begin new initiatives.
- *Non-capital equipment:* Any equipment with a useful life of less than 15 years. This equipment is not funded with debt and therefore must be financed through the operating budget.
- *On-going support:* Funds provided to support existing Center operations.

## Guiding Principles

1. The State may provide operating and capital funds to support the delivery of higher education to unserved and underserved areas of the State or to support areas where it is determined that there is a need (e.g. specific workforce development or skills training).
2. Each Center should develop and submit a five-year strategic plan.
3. The Center should identify any funding agreements made between the Center and local and/or county entities and/or necessary State support. The Center should also identify strategies for obtaining local and/or county support and identify these strategies in the strategic plan.
4. State funds should not be used to supplant the local/county support identified in the Center's strategic plan.
5. Higher Education institutions operating in the Center should be charged reasonable and appropriate fees that will assist in supporting the operation of the Center.
6. The Center should charge appropriate fees for the use of the Center.
7. The Center should strive to be self-sufficient.
8. The Center should strive to be fully utilized.
9. The Center should engage in entrepreneurial, revenue producing activities as appropriate to the Center's approved mission.

10. The Center should encourage participation from area businesses and industries and provide services to citizens consistent with its approved mission.
11. The Center should strive to be cost-effective.
12. The Center should keep records that are consistent with sound business practices and accounting records using generally accepted accounting principles. An audit by an independent certified public accountant should be performed on the accounts and transactions of each Center in accordance with the regulations and procedures established for participating higher education institutions.

## GUIDELINES FOR MISSION STATEMENTS

Institutional mission statements are essential to the overall success of higher education in the State of Maryland. They ensure that the purveyors of Maryland higher education support and endorse the State's goals and objectives of bringing postsecondary education to all qualified Maryland citizens. Regional Higher Education Centers (Centers) serve an important role in achieving the state's higher education goals, as they bring higher education to communities that do not offer degree programs in their regions. It is therefore essential that the State's Centers prepare a mission statement of their goals and objectives.

As the statewide coordinating board for higher education, the Maryland Higher Education Commission is responsible for reviewing, negotiating, and approving the mission statements developed by Centers in the State. A Center is defined as a facility in the State that:

1. Includes participation by two or more institutions of higher education in the State;
2. Consists of an array of program offerings;
3. Offers multiple degree levels; and
4. Is either affiliated with an institution of higher education or is established by statute.

### Mission Statement

A Center's mission statement should be written in clear and concise language, specifically demonstrating consistency of the mission with the State Plan for Higher Education, and incorporating the applicable mandates and priorities established by the legislature. To this end, mission statements should address the following:

### Summary Of Identity And Purpose

Provide a brief description of the Center, including the names of the higher education institution affiliates and the various levels of degree programs offered at the Center. Identify the unique assets the center contributes to the State's diversity of programs, including bringing higher education to underserved regions of the State. Center priorities for instructional program emphasis and aspirational degree levels should also be included.

### Performance And Outcomes

Describe the Center's essential functions (teaching, research, and/or public service) as they relate to regional needs. List entrepreneurial activities that enable the Center to reach its full potential as a resource to the community. The unique strengths of the Center, as outlined above (Summary of Identity and Purpose), apply and contribute to the Center's goals and objectives, e.g. workforce training; economic development; K-16 partnerships; and collaborative efforts with government, business and industry, etc.

### Goals And Priorities

List short-range and long-range goals and objectives that warrant the investment of State resources and address to what extent these objectives will meet the State's present and future needs as outlined in the State Plan for Higher Education.

## **GUIDELINES FOR STRATEGIC PLANS**

### **Mandate**

Pursuant to the Annotated Code of Maryland, Education Article §11-105, the Maryland Higher Education Commission may require submission of strategic plans by Regional Higher Education Centers.

### **Review Process-Statutory Requirements**

Each proposed new Regional Higher Education Center (Center) or existing Center requesting or receiving State funds may be required to develop and submit a strategic plan. These strategic plans should be developed and approved by the planning body of a proposed Center, or the governing body of an existing Center.

The Commission shall review each strategic plan to determine whether the strategic plan is consistent with the State Plan for Higher Education developed under the Annotated Code of Maryland, Education Article §11-105(b)(2). In order to implement the purpose and intent of the controlling statutory provisions, the Commission will report the final outcome of such review to the Department of Budget and Management, the Governor, and the General Assembly of Maryland.

### **Components Of Strategic Plans**

The Strategic Plan for both new and existing centers shall include:

1. Financial Plan - a five-year financial plan for the Center.

The plan should include all funding sources, including in-kind contributions, and a list of expenditures, including operating expenses and capital expenses. This section should also identify any funding agreements made between the Center and local and/or county entities and/or necessary State support.

2. Enrollment Projections - a projection of enrollment at the Center.

This section should include enrollment projections for all programs and degree levels, broken out by undergraduate and graduate levels, headcount, and FTE. It should also include a ten-year projection of enrollment.

3. Mission Statement - a mission statement consistent with the State Plan and the Maryland Charter for Higher Education.

The mission statements must be in accordance with Maryland Higher Education Commission guidelines. The mission statements should include a discussion of Center identity, Center performance and outcomes, and Center goals and priorities.

4. Program Offerings - an analysis of program offerings.

This analysis should identify the programs to be offered in the first year of operations. It should also provide a five-year projection of anticipated future program additions.

5. Governance - an outline of the governance structure.

This section should include a description of the governing body, or how the body will be established and composed. The plan should also identify what constituent groups comprise the body and provide an overview of the administrative structure of the Center.

6. Partnerships and Collaborations - an assessment of opportunities for partnerships and collaborations.

The assessment should include a discussion of opportunities to partner with private sector and/or county and local governments to share in the cost of the facility and/or infrastructure, including an analysis of the levels of participation by each partner.

7. Technology - a discussion of technological needs and support.

This section should include an analysis of the internal needs of the Center for faculty, staff, and student support, as well as analysis of the technological needs for distance learning courses to be provided at the Center.

In addition, the Strategic Plan for a proposed Center should also include:

8. Needs and Economic Analysis - a needs analysis of the economic and educational attainment of the population in the region to be served and an economic analysis based on the needs of businesses and industries in the region.

This analysis should include demographic information concerning the population's income level and educational attainment. It should also include discussion on population trends and future needs, a summary of the education needs, and anticipated workforce training needs in the region.

9. Site Evaluation - a site evaluation of the area in which the Center is to be located.

This analysis should include a discussion of future expansion capabilities and consistency with the State's Smart Growth initiatives, including an analysis of the proposed site and structures as well as a projection of future needs. In addition, the site evaluation should include a discussion of location alternatives with justifications of why the proposed site fits best within Smart Growth guidelines.



## GUIDELINES FOR OPERATING BUDGET REQUESTS

The Maryland Higher Education Commission is charged with oversight of State funding for Regional Higher Education Centers. As a component of this oversight authority, the Commission will review all budget requests from the Regional Higher Education Centers, make specific recommendations for State funding and administer all operating funding provided to Centers that receive State funds but are not governed by the University System of Maryland Board of Regents. These funds will be provided as grants through the Commission's operating budget. Operating budget requests for FY 2003 must be submitted to the Commission by **April 25** and should include the following information:

1. ***Revenue and expenditure information directly related to the specific operation of the Center.*** For example, when reporting expenditures, include only those expenses pertaining to the higher education component of the Center. Do not include faculty salaries and benefits paid by participating institutions. For FY 2004 to FY 2007, identify the total estimated expenditures. Definitions for revenue and expenditure categories are provided.
2. ***Justification for State Fund Request:*** Describe the funding request in terms of the following funding categories: lease payments, start-up/new initiatives; non-capital equipment; and on-going support. Describe the exact purpose of the request as well as the need for operating funds. Explain how the funds will assist in attaining the goals and objectives of the Center's mission statement and strategic plan. Explain any factors used to estimate resource requirements and workload (number of students, square feet of space, number of hours of utilization etc).
3. ***Gifts and Donations received:*** Specify any gifts and/or donations received by entities or individuals that are not for the purpose of paying for services at the Center. Each gift or grant should be reported separately.
4. ***Full-Time Equivalent Student:*** On the form provided, list both undergraduate and graduate full-time equivalent students (FTE) for each participating institution. Undergraduate FTES are the total number of full- and part-time undergraduate credit hours divided by 30. Graduate FTES are the total number of full- and part-time graduate credit hours divided by 24.
5. ***Tuition and Fees Charged by Participating Institutions:*** Specify tuition and fee rates per credit hour charged by institutions participating at the Center. Specify undergraduate tuition and fee rates per credit hour and graduate tuition and fee rates per credit hour separately.
6. ***Other Center Activities:*** Specify the number of entrepreneurial programs, businesses served, non-credit continuing education programs offered and public service activities conducted at the Center. Each activity should be reported separately.

## Definitions For Operating Budget Requests

### Revenue

**Direct Governmental Appropriations:** These appropriations may be unrestricted, or restricted (required by outside entities to be expended for specific purposes). Governmental appropriations should be classified to identify the governmental level – federal, state, or local. This classification does not include governmental grants or contracts.

**Fees and Usage Income:** Fees charged to entities by the Center for use of Center facilities. May be charged to institutions for classrooms or labs, corporations or companies for training or other classes or meetings, or students for library, instruction, academic, or auxiliary support.

**Grants and Contracts:** Include all amounts received or made available by grants, contracts, and cooperative agreements from governmental agencies, or public or private entities or individuals. These should be grants and contracts that are not considered to be contributions. Each grant or contract should be tracked and reported separately.

**In-Kind Support:** Include donations of any non-capital asset for which the Center does not have to provide payment. Each donation should be tracked and reported separately.

**Institutional Subsidy:** Include all funding directly provided to the Center by an institution for the purpose of establishing or maintaining Center operations with no expectation of reimbursement. Each subsidy should be tracked and reported separately.

**Transfers To and From Fund Balances:** In accounting, for additions to fund balances, pledges of gifts may or may not be recorded in the accounts. If recorded, they should be accounted for at their estimated net realized value. Estimated net realized value means that (1) estimated uncollectible pledges are deducted and (2) long-term pledges are recorded at their net present value. If not recorded, pledges must be disclosed in the notes, along with the nature of the restrictions and the estimated timing of receipt.

### Expenditures

**Contracted Services:** Include all expenditures for any contracted services performed directly on behalf of the Center. These can include legal, information technology, auditing, insurance, facility maintenance, grounds, and janitorial services. Each contract should be listed separately with a brief description.

**Communications:** Include all expenditures related to communications for the Center. These include postage, telephone and telecommunications, marketing, and other communications expenditures.

**Fixed Costs:** Include costs not included in the categories listed above. These should include rent, subscriptions, association dues, insurance coverage, lease payments, bond payments, licenses, interest, interest on late payments, and interest on treasury deposits, bad debt expense, corporate purchasing card, and other fixed cost expenditures.

**Furniture and Equipment - Additional:** Include expenditures for new furniture or equipment purchased directly for the Center. This furniture or equipment will be housed at the Center and be used for Center purposes. Do not include computers or other information technology related equipment.

**Furniture and Equipment - Replacement:** Include expenditures for any furniture or equipment purchased to replace existing furniture or equipment that has become outdated or has been damaged. This furniture or equipment must be located at the Center and be used solely for Center operations. Do not include computers or other information technology related equipment.

**Grants/Subsidies:** Include all expenditures related to grants or subsidies for the Center.

**In-kind Contributions:** Expenditures associated with tangible or intangible contributions that create value directly for the Center.

**Information Technology:** Expenditures made for computers or any other information technology hardware or software.

**Education:** Any equipment, software, or software modifications purchased for the delivery of education directly at the Center.

**Administrative:** Any equipment, software, or software modifications for administrative functions performed directly for the Center.

**Motor Vehicle Operations and Maintenance:** Include all expenditures made for operating and maintaining Center-owned or leased motor vehicles.

**Professional Development/Travel:** Include all professional development and travel expenditures made on behalf of the Center. May include trips to other parts of the county, state, country, or world for the purposes of training, conferences, educational seminars, or other purposes for which travel is required. Also include conference expenses, seminars, meetings, airfare, car rental, hotel charges, mileage and all meal allowance expenditures.

### **Salaries and Wages**

**Administrative or Professional:** Include all salaries, wages, and benefits expenditures made for all administrative or professional positions that are directly for the Center. These can include Executive Director, Budget Officer, Director of Educational Services, technical support personnel, academic advisors, and any other position acting in an administrative or professional capacity for the Center.

***Support Staff:*** Include all salaries, wages and benefits expenditures for all support positions working on behalf of the Center. These can include assistants to directors and any other support staff in other areas such as bookkeeping, marketing, information technology, and coordination for the Center.

***Facility Support:*** Include all salaries, wages and benefits expenditures for all personnel working in operations, maintenance, or machine positions on behalf of the physical plant of the Center.

***Supplies and Materials:*** Include expenditures for all supplies and materials purchased for direct use by the Center for education, administrative, support or any other function.

***Utilities:*** Include all expenditures for utilities directly for the Center. These should include electric, gas, water, and any other utility expenditure. List each category separately.

***Other (specify):*** Include other expenditures and include mandatory transfers which are transfers that arise from binding legal agreements related to the financing of educational plant, such as amounts for debt retirement, interest, and required provisions for renewals and replacements of plant not financed from other sources and grants agreements with agencies of the federal government, donors, and other organizations to match gifts and grants to loan and other funds.

TABLE 1. OPERATING BUDGET REQUEST FORM: REVENUE

Revenue	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
	Actual	Actual	Actual	Appropriation	Estimate	Estimate	Estimate	Estimate	Estimate
<i>Direct Governmental Appropriations</i>									
State Appropriation (1)									
County Appropriation (2)									
Federal									
<i>Institutional Subsidy (Specify)</i>									
<i>Grants and Contracts</i>									
Federal									
State									
Local									
Private									
<i>Fees and Usage Income</i>									
Institutional									
Corporate/Nonprofit Organizations									
Student									
Other									
<i>Transfers to and from fund balance</i>									
<i>Other</i>									
Sub-Total Revenue									
<i>In-Kind Support (specify)</i>									
<b>TOTAL REVENUE</b>									
<b>Notes:</b>									
(1) Include direct funding and funding provided by or passed through an institution.									
(2) List revenue by county									



TABLE 2. OPERATING BUDGET REQUEST FORM: EXPENDITURES

Expenditures	FY 1999 Actual	FY 2000 Actual	FY 2001 Actual	FY 2002 Appropriation	FY 2003 Estimate	FY 2004 Estimate	FY 2005 Estimate	FY 2006 Estimate	FY 2007 Estimate
Salaries and Wages (include benefits) (1)									
Administrative									
Clerical									
Facility Support									
Contracted Services									
Supplies and Materials									
Communications									
Marketing									
Other Communications									
Grants/Subsidies (2)									
Utilities									
Fixed Costs (3)									
Furniture and Equipment - Replacement									
Furniture and Equipment - Additional									
Information Technologies									
Educational									
Administrative									
Travel									
Motor vehicle operation and maintenance									
Other (Specify)									
Sub-Total Expenditures									
In-Kind Contributions (4)									
Total Expenditures									

Notes:

- (1) Please list the number of positions and the title/function of each position.
- (2) Provide an itemized list. Show the purpose and amount of these contracts.
- (3) Provide a detailed list of fixed costs.
- (4) Provide a detailed list. Specify the amount and purpose.





TABLE 3. OPERATING BUDGET REQUEST FORM: FULL-TIME EQUIVALENT STUDENTS

FTE Students		FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
		Actual	Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
<i>Institution</i>	Undergraduate									
	Graduate									
	Sub-Total									
Total		0	0	0	0	0	0	0	0	0



## **APPENDIX B**



## **Appendix B. Background Material on the Regional Higher Education Centers**

### **Eastern Shore Higher Education Center**

**Mission:** To develop inter-institutional strategies to promote higher education and economic development of the regional, and improve the quality of life on Maryland's Eastern Shore. To provide access to a full range of postsecondary programs and services.

**Established:** Opened Fall 2002 (FY 2003)

**Programs Offered:** The center offers Teacher Education, Psychology, Early Childhood Education and Educational Leadership. The center plans to offer Business, Nursing, Computer Science, Criminal Justice, Engineering Technology, Health Services, English, History, Social Work, and Agriculture.

**Governance Structure:** Eastern Shore Association of College Presidents will serve as the governing entity for the center. Chesapeake College serves as the facilities manager and the center will have an Executive Director.

**Partners:** Chesapeake College, Salisbury University, University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College.

**Funding:** This center has not received operating funds from the State

**Facilities and Capital Funding:** Since FY 2001, the center has received \$7.8 million in capital funding for the construction of a new academic building on the Chesapeake Campus (25,000 GSF). Chesapeake College donated the land for this facility.

**Enrollment:** 53 FTE (FY 2006 estimate)

### **Southern Maryland Higher Education Center**

**Mission:** Provide upper-level undergraduate and graduate programs, primarily in the sciences, mathematics and engineering disciplines, to citizens in Southern Maryland; support economic development and facilitate research partnerships.

**Programs Offered:** The center offers the following programs: Education, Engineering, Computer Information Systems, Nursing, Technology Management, Management, Administrative Services, Research, Social Work, and Human Resources Development

**Governance Structure:** The Southern Maryland Higher Education Center Board of Governors serve as the governing entity for the center. The center has an Executive Director.

**Partners:** Calvert County, Charles County, St. Mary's County, NCAT (Naval Center), Bowie State University, College of Notre Dame, Johns Hopkins University, Towson University, University of Maryland College Park, University of Maryland University College, Catholic University and Old Dominion University

**Funding:** The center receives funding from the State, Calvert, Charles, and St. Mary's Counties and generates revenue from fees. In addition, this is the **only** non-USM center to receive State general funds for operating. Since FY 1996, Southern Maryland has received \$1.3 million in operating funds from the State.

**Facilities and Capital Funding:** The center currently has two academic buildings. Since FY 1995, the center has \$6.7 million in capital funds from the State.

**Enrollment:** 551 FTE (FY 2006 estimate)

### **Waldorf Center for Higher Education**

**Mission:** Provide lower and upper-level undergraduate, graduate programs, and professional programs. A major focus of the center is to provide a sequence of courses that will articulate from the College of Southern Maryland's lower-level undergraduate programs to the University of Maryland University College's upper-level undergraduate programs, and UMUC's graduate programs.

**Programs Offered:** The center offers the following programs: Accounting, Computer Programming, General Studies, Information Services Technology, Management Development, Business Administration, Communication Studies, Computer and Information Science, Management Studies, Teacher Education, Engineering Management, Technology Management, Computer Systems Management, Telecommunications Management.

**Governance Structure:** Jointly governed and administered by the College of Southern Maryland (CSM) and the University of Maryland University College (UMUC)

**Partners:** College of Southern Maryland and University of Maryland University College

**Funding:** Waldorf is the only center that has not received capital or operating funds from the State.

**Enrollment:** 354.20 FTE (FY 2006 estimate)

### **Higher Education and Applied Technology (HEAT) Center**

**Mission:** Provide high quality, accessible educational opportunities and services in support of upper-level undergraduate and graduate programs and courses that promote

individual, community, and economic development, for the population of northeastern Maryland.

***Programs Offered:*** The center offers the following programs: Business Administration, Nursing, Education, Computer Science, Engineering, Paralegal Studies, Corporate Communication, and Information Technology.

***Governance Structure:*** Harford Community College, Harford County Government, and the Maryland Transportation Authority are the ‘managing partners’ of the center. These partners have been operating the Center since 1995. Harford Community College provides staff and manages the Education and Conference Center. Harford County owns the Education and Conference Center building and is developing the site for technology-oriented businesses. The Maryland Transportation Authority owns the land, leases it to businesses and developers and maintains the infrastructure for the center.

***Academic, Business, and Associate Partners:*** The College of Notre Dame, Towson University, Johns Hopkins University, University of Maryland College Park, University of Phoenix, Harford Community College, Cecil Community College, Logicon/Northrup Grumman, Battelle Memorial Research Institute, ITI Molding, Nu-Tek Precision Optical, Centennial Engineering, Consolidated Environmental Services, City of Aberdeen, and Aberdeen Proving Ground.

***Funding:*** Since FY 1997, the center has received \$1.0 million for the State for capital.

***Enrollment:*** 98.5 FTE (FY 2006 estimate)

### **Laurel College Center**

***Mission:*** Provide the region with credit and non-credit courses that advance workforce development, provide for personal enrichment, and support the attainment of lower and upper division college degrees.

***Programs Offered:*** Articulated Associate Degrees in Business Administration, Information Technology, General Studies, and Criminal Justice and baccalaureate degrees in Elementary Education and Special Education.

***Governance Structure:*** Jointly governed by Prince George’s Community College and Howard Community College.

***Partners:*** In 2001, Prince George’s Community and Howard Community College formed a partnership to provide educational programs at the Laurel College Center. Towson University joined the partnership in the fall of 2004.

***Funding:*** This center has not received operating funds from the State.

**Enrollment:** 434.5 FTE (FY 2006 estimate)

### **Shady Grove Center**

**Mission:** To bring the highest quality of University System of Maryland education, research and services to citizens, businesses, and government in Montgomery County and the surrounding region.

**Programs Offered:** Education, Nursing, Social Work, Psychology, Information Systems, Accounting, General Business, Marketing, Criminology and Criminal Justice, Biological Sciences, Construction Management, Hotel and Restaurant Management, Information Technology, Management, Technology Management, Computer Systems Management, Engineering, Software Engineering, Environmental Management, Computer and Information Science, Health Care Administration, Computer Studies, Communication Studies, Human Resources, and Educational Policy and Leadership

**Governance Structure:** University System of Maryland and by external leaders and groups in Montgomery County.

**Partners:** Bowie State University, Towson University, University of Maryland Baltimore County, University of Maryland Baltimore, University of Maryland College Park, University of Maryland Eastern Shore, University of Maryland University College, and Montgomery College.

**Funding:** Since FY 1996, the Shady Grove Center has received \$14.3 million in general funds from the State.

**Enrollment:** 1,314.5 FTE (FY 2006 estimate)

### **Hagerstown Center**

**Mission:** To provide the region with affordable access to high quality USM undergraduate and graduate programs.

**Programs Offered:** Nursing, Social Work, Business Administration, Education, Liberal Art Studies, Sociology, Accounting, and Criminal Justice

**Governance Structure:** University System of Maryland

**Partners:** University of Maryland Baltimore, Frostburg State University and University of Maryland University College

**Funding:** The center received \$1.0 million in general funds for FY 2005.

**Enrollment:** FY 2006 FTE to be determined



## **APPENDIX C**



# Appendix C. Current Program Offerings at Regional Higher Education Centers

Center/Participating Institution	Degree			
	Associates	Bachelor's	Master's	Doctorate
<b>HEAT Center</b>				
<i>College of Notre Dame</i>				
Business Administration		x		
Nursing		x		
Elementary Education		x		
Leadership in Teaching			x	
<i>Towson University</i>				
Early Childhood, Elementary, Secondary Education			x	
Instructional Technology			x	
<i>Johns Hopkins University</i>				
Graduate Level Courses				
Chemical Engineering, Computer Science, Electrical Engineering			x	
Material Science and Engineering			x	
Environmental Engineering and Science			x	
Biotechnology			x	
<i>University of Phoenix</i>				
Information Technology		x		
MBA-Technology Management			x	
<i>University of Maryland, College Park</i>				
Professional Master of Engineering & Graduate Certificate Program				
Environmental, Electrical, and Mechanical Engineering			x	
<i>Harford Community College</i>				
Articulated Associate Degrees	x			
<i>Cecil Community College</i>				
Articulated Associate Degrees	x			
<b>Eastern Shore</b>				
<i>Washington College</i>				
Psychology (Courses only)			x	
<i>University of Maryland, Eastern Shore</i>				
Early Childhood Development		x		
Educational Doctorate in Leadership			x	
<b>Waldorf Center</b>				
<i>College of Southern Maryland and UMUC Alliance Programs</i>				
Accounting	x			
Computer Programming	x			
General Studies (Communications Pathway)	x			
Information Services Technology	x			
Management Development	x			
Accounting		x		
Business Administration		x		
Communication Studies		x		
Computer and Information Science		x		
Computer Science		x		
Information Systems Management		x		
Management Studies		x		
Criminal Justice	x		x	
<i>CSM and UMUC Alliance Programs - Combination Lecture - Online</i>				
Environmental Science		x		
Legal Studies		x		
Secondary Education			x	
<i>College of Southern Maryland and Towson University Partnership</i>				
Elementary Education		x		
<i>University of Maryland Baltimore School of Nursing<sup>1</sup></i>				
RN to BSN		x		
Nursing			x	
<i>University of Maryland Baltimore School of Social Work<sup>1</sup></i>				
Social Work			x	



# Appendix C. Current Program Offerings at Regional Higher Education Centers

Center/Participating Institution	Degree			
	Associates	Bachelor's	Master's	Doctorate
<b>Southern Maryland</b>				
<i>Johns Hopkins University</i>				
Master of Science in Systems Engineering			x	
Master of Science in Technical Management			x	
Bachelor of Science in Engineering Science		x		
<i>University of Maryland, College Park</i>				
Professional Master of Engineering in Aerospace Engineering.			x	
Electrical Engineering, Environmental Engineering,			x	
Mechanical Engineering, and Reliability Engineering			x	
Professional Master of Engineering: Mechanical Engineering			x	
Professional Master of Science in Engineering and Civil Engineering			x	
Graduate Certificate Programs :Aerospace Engineering, Electrical Engineering,				
Environmental Engineering, Mechanical Engineering,				
Reliability Engineering and Civil Engineering /Project Management				
<i>Bowie State University</i>				
Master of Education in School Administration and Supervision			x	
Master of Education in Reading Education			x	
Master of Education in Elementary Education			x	
Master of Education in Secondary Education			x	
Master of Education in Special Education			x	
Master of Education in Guidance and Counseling			x	
Master of Arts in Counseling Psychology			x	
<i>University of Maryland, University College</i>				
Executive Master of Science in Technology Management			x	
Bachelor of Science in Information Systems		x		
Bachelor of Science in Business and Management		x		
<i>College of Notre Dame</i>				
Instructional Leadership				x
Master of Arts in Management			x	
Master of Arts in Teaching			x	
Master of Arts in Leadership Teaching			x	
<i>Graduate Certificate Programs</i>				
Special Education				
ESOL				
School Administration and Supervision				
Reading				
Post Masters Certificate of Advanced Study in Education				
Library Media (Graduate Certificate)				
Accelerated Certification for Teaching (Graduate Certificate)				
<i>Catholic University</i>				
Engineering Management			x	
Bachelor of Science in Nursing		x		
Master of Arts in Special Education			x	
Master of Science in Nursing			x	
Master of Social Work			x	
Graduate Certificate in Program Management				
Master of School Counseling <sup>2</sup>			x	
Master of Science in Clinical Community Counseling <sup>2</sup>			x	
<i>Old Dominion University</i>				
Master of Science in Engineering: Management			x	
Master of Engineering			x	
Civil Engineering Technology, Electrical Engineering Technology,				
General Engineering Technology and Mechanical Engineering Techonology <sup>2</sup>		x		
<i>Towson University</i>				
Master of Science in Human Resource Development			x	
Master of Arts in Teaching			x	
Master of Education in Early Childhood - Focus in Technology			x	
Master of Education in Elementary Education- Focus in Technology			x	
Master of Education in Reading			x	
Master of Education - Focus in Technology			x	
Master of Science in Instructional Technology			x	
Master in Human Resource Development: Education Leadership Track			x	
Master in Education for Secondary Education- Focus in Technology			x	
Post Masters Certification in Administration and Supervision				



# Appendix C. Current Program Offerings at Regional Higher Education Centers

Center/Participating Institution	Degree			
	Associates	Bachelor's	Master's	Doctorate
Laurel College Center				
Prince George's Community College	Articulated Associate Degrees	x		
Howard Community College	Articulated Associate Degrees	x		
Towson University	Programs Planned for Fall 2004			
	Special Education- Elementary/Middle School		x	
	Secondary Education		x	
USM - Universities at Shady Grove				
Bowie State University	Education			x
University of Maryland Baltimore	Nursing	x		x
	Social Work			x
University of Baltimore	Psychology	x		
University of Maryland, Baltimore County	Social Work	x		
	Information Systems	x		
	Psychology	x		
University of Maryland, College Park	Accounting	x		
	General Business-Specialization in International Business	x		
	General Business	x		
	Marketing	x		
	Criminology and Criminal Justice	x		
	Biological Sciences	x		
	Master of Business Administration			x
	EDCI-TESOL			x
	Educational Policy & Leadership			
	Master's Certification Program in Elementary & Secondary Education Subjects			x
	Engineering Graduate Certificate (specialization in biomolecular engineering)			
University of Maryland, Eastern Shore	Construction Management	x		
	Hotel and Restaurant Management	x		
University of Maryland, University College	Business Administration	x		
	Information Technology			x
	M.S. in Technology Management			x
	M.S. in Management			x
	M.S. in Computer Systems Management			x
	M.S. in Software Engineering			x
	M.S. in Environmental Management			x
	Computer and Information Science	x		
	Health Care Administration			x
	Information Systems Management	x		
	Computer Studies	x		
	Communications Studies	x		
	Human Resource Management	x		
Towson University	Special Education and Elementary Education (with dual certification)	x		
	Post-Masters Program for Administrator I (public schools) Certification			





**Appendix C. Current Program Offerings at Regional Higher Education Centers**

Center/Participating Institution	Degree			
	Associates	Bachelor's	Master's	Doctorate
<b>USM - Hagerstown</b>				
<i>University of Maryland Baltimore</i>				
Nursing		x		
Social Work			x	
<i>Frostburg State University</i>				
Business Administration		x	x	
Master of Arts in Teaching, Elementary and Secondary			x	
Master of Education			x	
Liberal Studies		x	x	
Sociology		x	x	
<i>BTPS in Criminal Justice</i>		x		
<i>University of Maryland, University College</i>				
Accounting		x		

Note(s):

<sup>1</sup>Programs planned for fiscal 2006.

<sup>2</sup>Pending program approval by MHEC



## **APPENDIX D**



**Appendix D. Regional Higher Education Centers  
Full-Time Equivalent Enrollment: FY 2000 to FY 2010**

Center	Actual					Estimate				
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009 FY 2010
Eastern Shore	-	-	-	4.0	21.0	28.0	53.0	70.4	72.4	79.0 84.6
Heat Center	110.8	80.0	83.7	113.5	93.3	96.4	98.5	100.6	102.2	104.5 106.8
Laurel College Center	-	-	176.5	236.1	283.0	334.6	434.5	547.7	611.7	651.9 668.1
Southern Maryland	392.0	500.0	606.0	337.0	388.0	482.0	551.0	604.0	658.0	705.0 752.0
Waldorf Center	295.3	297.1	286.6	287.6	309.5	341.5	354.2	367.5	381.3	395.6 410.5
USM Shady Grove <sup>1</sup>	1,130.2	986.0	1,084.8	1,230.5	1,125.9	1,185.2	1,314.5	1,370.1	1,428.2	1,489.1 1,552.8
USM Hagerstown <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	140.4	To be determined after a year's experience			
<b>Total</b>	<b>1,928.3</b>	<b>1,863.1</b>	<b>2,237.6</b>	<b>2,208.7</b>	<b>2,220.8</b>	<b>2,608.1</b>	<b>2,805.7</b>	<b>3,060.3</b>	<b>3,253.9</b>	<b>3,425.1 3,574.7</b>

**Note(s):**

<sup>1</sup>These figures do not include Shady Grove Educational Facility III, for which funding has been requested. If approved, we anticipate this building to open in Fall 2007. This would allow us to increase enrollment for daytime programs to approximately 2,700 by 2010 (with FTE's projected to be 2,112). Evening and part-time program enrollment would be projected to increase to as much as 10,000 by 2010 (with FTE's projected to be 3,300).

<sup>2</sup> The Hagerstown Center officially opens January 2005.

**Source: Regional Higher Education Centers**



## **APPENDIX E**





**Appendix E. Regional Higher Education Centers  
Full-Time Equivalent Enrollment By Academic Level: FY 2004**

Center	FY 2004			
	Full-Time Equivalent Enrollment			Total
	Lower Division	Upper Division	Graduate	
Eastern Shore	-	6.0	45.0	51.0
Heat Center	-	15.6	77.6	93.2
Laurel College Center	292.0	-	-	292.0
Southern Maryland	-	12.0	376.0	388.0
Waldorf Center	219.5	102.0	-	321.5
USM Shady Grove	-	800.6	325.3	1,125.9
USM Hagerstown <sup>1</sup>	N/A	N/A	N/A	N/A
Total	511.5	936.2	823.9	2,271.6

Note:

<sup>1</sup>The Hagerstown Center officially opens January 2005.

Source: Regional Higher Education Centers



## **APPENDIX F**



**Appendix F. Higher Educational Attainment By Region and County  
(Population 25 years and over)**

Region/County	Percent		
	Associate Degree	Bachelor's Degree	Graduate / Professional Degree
<b>Western Maryland</b>			
Allegany	6.9	7.6	6.5
Garrett	5.7	8.2	5.6
Washington*	5.6	8.8	5.8
<i>Average</i>	<i>6.1</i>	<i>8.2</i>	<i>6.0</i>
<b>Suburban Washington</b>			
Frederick	6.5	18.9	11.2
Montgomery*	4.6	27.1	27.5
Prince George's*	5.5	16.9	10.2
<i>Average</i>	<i>5.5</i>	<i>21.0</i>	<i>16.3</i>
<b>Baltimore Region</b>			
Anne Arundel	6.1	19.1	11.5
Baltimore City	3.5	10.4	8.7
Baltimore County	5.6	18.1	12.5
Carroll	6.4	16.0	8.8
Harford*	7.3	17.9	9.4
Howard	5.6	29.5	23.5
<i>Average</i>	<i>5.8</i>	<i>18.5</i>	<i>12.4</i>
<b>Southern Maryland</b>			
Calvert	5.8	14.2	8.2
Charles*	6.5	13.2	6.8
St. Mary's*	5.1	14.3	8.2
<i>Average</i>	<i>5.8</i>	<i>13.9</i>	<i>7.7</i>
<b>Upper Eastern Shore</b>			
Caroline	4.1	7.3	4.8
Cecil	5.8	10.7	5.7
Kent	3.9	12.6	9.1
Queens Anne's*	6.1	16.4	9.0
Talbot	5.5	17.0	10.8
<i>Average</i>	<i>5.1</i>	<i>12.8</i>	<i>7.9</i>
<b>Lower Eastern Shore</b>			
Dorchester	4.0	6.8	5.3
Wicomico	5.0	13.7	8.2
Worcester	5.2	14.6	7.1
Somerset	3.6	7.4	4.2
<i>Average</i>	<i>4.5</i>	<i>10.6</i>	<i>6.2</i>
<b>State of Maryland</b>	<b>5.3</b>	<b>18.0</b>	<b>13.5</b>
<b>U.S. Average</b>	<b>6.3</b>	<b>15.5</b>	<b>8.9</b>

\* Location of a regional higher education center.

Source: U.S. Census Bureau, Census 2000; Maryland Department of Planning





